

Anth 307 Ancient Civilizations		General Education
Course Learning Objectives	Measurement	General Education Core Curriculum Human Societies and Experience Subcategory: Structure of Societies
Synthesize various archaeological approaches involved in the documentation of ancient civilizations, including such techniques as radiocarbon dating, excavation, Lidar, regional mapping, and other areas of study.	Assignment: Methods	Demonstrate understanding of the methodologies used to study human social systems.
Analyze how the environment influences the rise and collapse of civilizations.	Assignment: The Formation of Civilizations	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Create a research paper that analyzes and synthesizes the formation of social complexity and social stratification in a select civilization from anywhere in the world.	Assignment: Research Paper	Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.

Anth 332 (De)Constructing Race		General Education
Course Learning Objectives	Measurement	General Education Core Curriculum Human Societies and Experience Subcategory: Structure of Societies
Synthesizes the various approaches used to study the biology of human variation.	Discussion Post	Demonstrate understanding of the methodologies used to study human social systems.
Analyze the ways that "race" functions in different social groups.	Book Response: Barraccon or Caste	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Create a research paper that analyzes and synthesizes the patterns of race-based inequality in contemporary society.	Research Paper	Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.



Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Program Form

SECTION 1: SUBMITTER INFORMATION

Name of submitter: Mary Doucette Phone Number: 7753272120
 Email Address: mary.doucette@gbcnv.edu Submission Date: 1/31/24
 Department: Arts and Sciences GBC Center: Elko Building & Room #: MCML101

SECTION 2: CHANGING AN EXISTING BACHELOR'S PROGRAM

Effective Term: Spring 2024

Program Title:
General Education-Certificate

Is there a GPA requirement change for this program? Yes No

Current GPA requirement: _____ New GPA requirement: _____

Are admissions requirements changing? Yes No

Current Admissions Requirements:

New Admissions Requirements:

Is this a course requirement change within your programs General Education requirement? Yes N/A

Date approved by the General Education Committee:

Briefly explain the proposed changes:

Is this a change or addition to a program prerequisite requirement? Yes N/A

Briefly explain the proposed changes:

Is this a course requirement change within a program and/or general elective requirement? Yes No

Briefly explain the proposed change:

Does this change alter the total credits for the program? Yes No

Briefly explain the proposed change:

Catalog Update: Attach a marked up catalog page with the proposed changes.

SECTION 3: CHANGES TO AN EXISTING ASSOCIATE OR CERTIFICATE

Effective Term: Spring 2024

Program Title: General Education-Certificate

Briefly describe proposed change(s) compared to current requirements:

Changing the math requirement to align with the AA degree the certificate was designed for. The change will be for Math 120 or higher-3 credits and then we will need a General Education Foundation Elective to fill the credits to 30.

Is this a course requirement change within your program's general education requirement? Yes N/A

Briefly explain the proposed change:

All courses in this certificate are general education courses unless it is program specific, such as the education pathway or criminal justice.

Is this a change or addition to a program prerequisite requirement? Yes N/A

Briefly explain the proposed change:

Is this a course requirement change within a program and/or general elective requirement? Yes N/A

Briefly explain the proposed changes:

Does this change alter the total credits for your program? Yes N/A

Briefly explain the proposed changes:

Catalog Update: Attach a marked up catalog page with the proposed changes.

SECTION 4: APPROVALS

Submitter

Department Chair

Name Mary Doucette

Name _____

Signature: Mary Doucette

Signature: _____

Date: 1/31/2024

Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair

Curriculum Manager

Name _____

Name _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Dean

Vice President of Student and Academic Affairs

Name _____

Name _____

Signature: _____

Signature: _____

Date: _____

Date: _____



General Education Certificate Pathway
 Complete your 1st year of college with GBC online at a reduced price!

Junior Year Fall		Junior Year Spring		Comments:
HIST101 3 credits		HIST102 3 credits		History 101 and 102 meets the high school requirements for the junior year. If only History 102 or only PSC101 is taken another option is needed to meet the 3 credits.
PSC101 If PSC101 is taken the student needs to work with their high school for another general education courses.		Humanities 3 credits		
Fine Art 3 credits		Social Sciences 3 credits		
Total Credits 6 credits		Total Credits 9 credits		
Senior Year Fall		Senior Year Spring		
ENG101 3 credits		ENG102 3 credits		MATH126 and MATH127 meets the high school requirements for the senior year. MATH120 is an option for the AA degree, however, the student needs to check with the high school on what will fill their math requirements for the next semester.
MATH 126 or MATH126E 3 credits		Math 127, or STAT152 3 credits		
MATH120 If MATH120 is taken the student needs to find another 3-credit general education foundation course		Science 3-4 credits		If the student wants to pursue a STEM career, they would want a science course with a lab.
Total Credits 6 credits		Total Credits 9-10 credits		
Total Credits: 30-31				

Earth Resources & The Environment – Fall 2024

GEOL/GEOG-335

Section 1001, 3 credits

Professor: Caroline Bruno Meisner

E-mail: caroline.meisner@gbcnv.edu

Office hours:

Required materials/resources:

No textbook required. Readings will be provided by the instructor.

Course Objective:

The objective of this course is to learn about the origin, distribution, and abundance of economically important non-renewable resources. Focus is directed towards the exploration, development and extraction of earth resources and the economics, politics and environmental implications of extraction. Throughout the course, case studies and examples are used to investigate environmental issues arising from the extraction and processing of different resources. Discussion also revolves around the future supply of earth resources and alternatives to natural (non-renewable) resource extraction.

Catalog Description: Geological availability, exploitation, and use of non-renewable natural resources including metals, non-metallic minerals and energy resources.

Outcomes:

Learner Outcomes	Gen Ed Outcomes	Measurement
Discuss the origin of resources and the importance of plate tectonics in the emplacement of resources	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the role of metals in our society and the environmental impacts of extraction.	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the pros and cons of fossil fuels, nuclear power and renewable energy	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the role of fertilizer, chemical, construction, and industrial resources in our society and their environmental impacts.	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Identify ways soil protects water and address the fragile nature of these renewable/nonrenewable resources	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation

Assignments

There will be several homework assignments, writing assignments and presentations throughout the semester directly related to the material covered in lecture and discussions. Students will often be given the option of completing a writing assignment or a presentation. Detailed instructions for each assignment are located on WebCampus.

Grading:

Grades are calculated based on homework and presentation grades. All scores are added together at the end of the semester, and the percentage of the total possible points will determine your grade.

A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	<59%

A student may receive a “W” grade only if withdrawal occurs by October X, 2024. To withdraw, students must first inform the instructor verbally or in writing why the withdrawal is taking place, and must formally withdraw through student services. Anyone who does not formally withdraw and does not complete the course will receive and “F” grade. Under extenuating circumstances which will require approval of the instructor, a student may be granted an incomplete (or ‘I’) on transcripts.

Attendance Policy:

For this course active participation is mandatory and the student is expected to logon to the course a minimum of three times per week. It is highly recommended you watch the recorded lectures, take notes on the provided PowerPoints located in the weekly modules, review thoroughly prior to each exam and ask your instructor content related questions.

The course requires you to spend time watching recorded lectures, taking notes, and completing assignments. A three-credit course requires 135 hours of student work. Therefore, expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Student Assistance, Security and Technical Support Contact Information

GBC's Academic Success Centers (ASC) on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. GBC is committed to your success: 775-327-2247

- Live and online tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs
- Help for students where English is their second language.

GBC's Library on the Elko Campus provides electronic and digital resources to help students in their research and learning. Contact the library: 775-327-2122.

GBC's Technology HelpDesk provides WebCampus assistance when students click on the *Help* button in the upper right hand corner in WebCampus, call 775-327-2170, or email helpdesk@gbcnv.edu. For information on college closures and outages see the GBC Homepage, for information on WebCampus slowdowns or outages visit this site.

Academic Honesty Statement

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

ADA Statement

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services.

Fall 2024 GEOL/GEOG 335 Course Schedule

Week	Topic	Assessments
1	Minerals: The Foundation of Society	
2	Plate Tectonics and the Origins of Resources	Writing Assignment or Presentation
3	History of Natural Resources	
4	Environmental Impacts of Resource Exploitation and Use	Writing Assignment or Presentation
5	Energy from Fossil Fuels: Coal	
6	Energy from Fossil Fuels: Oil and Natural Gas	
7	Nuclear Power	Writing Assignment or Presentation
8	Renewable Energy Resources	
9	Abundant Metals	
10	Scarce Metals	
11	Building and Industrial Resources	
12	Water Resources	
13	Soils	Writing Assignment or Presentation
14	The Future of Resources	
15	Student Presentations	
16	Finals	Writing Assignment or Presentation

HIST 303 (Worlds of Islam) Gen Ed Outcomes and Measures

Learning Outcome	Measure
Demonstrate understanding of the methodologies used to study human social systems.	Ansary Teaching Assignments
Demonstrate understanding of the processes that influence human behavior and the structure of human societies.	Portfolio Assignment on Islamic Diversity
Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.	Portfolio Assignment on Islamic Doctrine

HIST 341 (Global China) Gen Ed Outcomes and Measures

Learning Outcome	Measure
Demonstrate understanding of the methodologies used to study human social systems.	Literature Review on Chinese Migrant Community
Demonstrate understanding of the processes that influence human behavior and the structure of human societies.	Selected Final Exam Questions
Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.	Selected Final Exam Questions

General Education Learning Outcomes

This course satisfies the following General Education Learning Outcomes:

Structure of Societies

- a. Demonstrate understanding of the processes that influence human behavior and structure of societies
- b. Demonstrate understanding of the processes that influence social stratification and/or inequality
- c. Demonstrate understanding of the methodologies used to study human social systems

Learning Outcome	Measure
Demonstrate understanding of the processes that influence human behavior and structure of societies	Exam (essay question)
Demonstrate understanding of the processes that influence social stratification and/or inequality	General Education Quiz (essay question)
Demonstrate understanding of the methodologies used to study human social systems	General Education Quiz (methodologies section)

HUM 301 Sample Humanities Gen. Ed. Outcomes Grid

<i>Gen. Ed. Humanities Outcome</i>	<i>Assessed by</i>
Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions.	Course presentations, Papers.
Demonstrate an ability to recognize the importance of creative human expression.	Course presentations, Papers.
Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.	Course presentations, Papers.
Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage.	Course presentations, Papers.

HUM 301: Studies in Humanities
Loafing, Slacking, and Shirking
Sections 1001 Live/Hybrid
Great Basin College
1500 College Parkway
Elko, NV 89801
(775) 327-5002
<http://www.gbcnv.edu>
Fall 2024
3 credits

Instructor: Nick Cooley, PhD
Office: McMullen Hall 128
Office hours: Monday and Tuesday 10:00 – 12:30 and by appointment
Contact: Web Campus Inbox
nicholas.cooley@gbcnv.edu
Phone: (775) 327-2144

Catalog Description:

Per the Fall 2024, GBC Catalog: “An examination of various topics and subjects in the Humanities including art, literature, music, film, theater and others. Must have completed 40 or more credits and ENG 102 or ENG 333 and MATH 120 or MATH 126, or higher or AMS 310, or STAT 152.”

Course Description/Outcomes:

There are times that people loaf, slack, and shirk just because, well, they “don’t wanna.” Perhaps there are times when it can be chalked up to laziness. But perhaps we’re too quick to label people lazy or wastrels. Therefore, in this course we will explore the different ways in which nonparticipation is represented in literature and other arts. In the course, we will discuss the ways loafing, shirking, and slacking operate beyond individual laziness--the ideological underpinnings of loafing, shirking, and slacking, if you will. Is it protest? Is it sabotage? Is it an assertion of autonomy? Is it mere nihilism? In short, what is loafing, and why do so many people take exception to it? Of course, we might not be able to answer these questions with any certainty, but we will see where discussion takes us.

My hope is that we will have time to look at various types of texts (essays, stories, novels, paintings, popular songs) to determine potential motives for and outcomes of loafing, slacking, and shirking—with most of the emphasis on the first two. We will read texts that explore loafing and slacking from different perspectives—as many as time allows anyway. Importantly, we will put these texts into historical and cultural context, which is a significant part of the types of analysis people in the humanities do. That said, we will also consider what those texts, no matter how long ago they might have been written, can possibly reveal about our own approach to life in the first quarter of the twenty-first century.

Throughout the course, we will engage in the primary activities of the typical humanist: reading, thinking, writing, and discussion. Our primary tool will be analysis, specifically interpretation. The topic—loafing and slacking—is just one, hopefully interesting, way to employ these tools. You might view it as a lens, something that focuses our thinking and analysis as we read and write.

Learning Outcomes and Measurements:

This class has specific learning outcomes established by Great Basin College's Arts and Letters Department and General Education Program, so all of our readings and assignments—oral and written—are designed to help you reach competency in the following areas outlined in GBC's general catalog:

- Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
- Demonstrate an ability to recognize the importance of creative human expression
- Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
- Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

To the general education outcomes, I would add the following. By the end of the course, students should feel more comfortable

- Viewing reading as a process that isn't limited to the identification and absorption of knowledge and/or information
- Bringing personal knowledge and experience to reading while still acknowledging that not all interpretations are valid or can be adequately supported by the available textual evidence
- Arriving at conclusions (i.e., theses) based on available evidence rather than seeking to confirm preexisting thoughts, ideas, feelings, or opinions
- Interpreting various types of texts, including traditional prose fiction and nonfiction, poetry, film, websites, and other everyday texts such as consumer packaging
- Telling the difference between different types of analysis, especially interpretation, evaluation, and rhetorical analysis

I will also note that my approach to this course means that assignments also help you continue to hone the skills that demonstrate your proficiency in the General Education Outcomes for Written Communications, Evidence-Based Communications, and Oral Communications (all of which can be found on page 79 of the general catalog). We are always striving to communicate ideas

clearly, whether in writing or speaking, and to identify reliable and appropriate evidence to support our claims. We are also striving to become better at analyzing texts of all kinds and to ask more nuanced and complex questions.

I will measure these outcomes with weekly discussion, online discussion, short papers, a short presentation, and a final essay.

Prerequisite: Must have completed 40 or more credits and ENG 102 or ENG 333 and MATH 120 or MATH 126, or higher or AMS 310, or STAT 152.

Required Texts and Materials:

Several shorter readings will be made available via WebCampus, but you should buy the following texts, all of which can be purchased in the GBC bookstore. If you decided to purchase your books online, please be sure to buy the edition I ordered for the class.

-Jack Kerouac, *Dharma Bums*, Penguin, ISBN 978-0140042528

-John Steinbeck, *Cannery Row*, Penguin, ISBN 978-0140187373

-Reliable and regular access to the internet and WebCampus

-A program that allows you to open PDF files

-A word processing program like Microsoft Word

Method of Instruction:

This class will meet once a week for roughly 75 minutes per meeting. The rest of the course will be conducted via WebCampus. The WebCampus modules will contain lectures, assignment sheets, assignment drop boxes, et cetera. The live meetings will be used to do a couple things. First, I will use them to go over the week's assignments and touch on the week's core content. Other than that, I hope to use the live classes to address whatever needs you have and to make sure we practice some of the skills I want you to take from the course. Attendance is required and will be part of your grade. Each week you will be expected to attend all classes, do the assigned readings, show up prepared to participate in all in-class activities and discussion.

As far as the online course content is concerned, each Monday I will open a new module; it will contain the instructions and supplemental materials you need to complete the work for that week. In most circumstances, all work for a given week will be due that Sunday by 11:59 p.m. Any student needing additional assistance is more than welcome to contact me via the WebCampus Inbox (the best option—and the option preferred by Great Basin College), e-mail, or my office

phone. You can also drop by office hours (virtually if needed), which I find to be the most productive way to engage student questions, concerns, and confusion.

I try to make recorded lectures as succinct as possible, but sometimes they can run as long as 30 or 45 minutes. If the lectures are too long, stop them and come back later. If you find it difficult to pay attention, take a break. The best way to stay engaged and make the lectures worthwhile, in my opinion, is to take notes as you listen/watch. Notetaking is a skill that facilitates the learning process, which is one reason I do not provide lecture notes in addition to the filmed lectures. Find a notetaking system that works for you and use it.

Also, please note that this is a college course. I expect the same amount of time, effort, and work from online students as I do from students in live classes. That means that I design the class and apportion weekly work on a per-credit basis. That is, a three-credit class assumes three hours of class time and at least two hours outside of class for every hour in class. For this class, then, you should expect to set aside a **minimum of nine hours per week**.

Assignments and Evaluation:

To maintain as level a playing field as possible, **I cannot accept late work**. If you miss an assignment, move on. I try to distribute points widely, so it is unlikely that a single missed assignment will derail your semester.

Also note, for this class you should be able to submit all written assignments as Word documents or an equivalent document form from a secure word processing program. **I cannot accept .pdf, .wbm, .pages, or Google Docs submissions. Please submit written assignments as .doc, .docx, .rtf, or .odt.**

All assignments must be submitted through WebCampus. Please do not email assignments to me.

This class is **graded on a 100-point scale**, and the final grades will be standard plus-minus letter grades:

A: 100-94	C: 76-74
A-: 93-90	C-: 73-70
B+: 89-87	D+: 69-67
B: 86-84	D: 66-64
B-: 83-80	D-: 63-60
C+: 79-77	F: 59 or below

Major Assignments:

Attendance and Participation (30 points): Your attendance and participation grade is determined by your presence and willingness to engage in the class. I do not expect everyone to be as comfortable speaking in large groups as others; I do, therefore, factor quality of participation into the scheme and don't obsess over quantity. So, even though I won't tally the number of times you speak, I should still know you're there! That said, please try to find a way to contribute as

often as possible, even if it's just to ask follow-up questions to comments made by classmates. Our goal is to form a community of thinkers and readers that wrestle over texts together. **Note:** Showing up late to class, frequent side conversations, and cell phone use is discouraged and will affect your participation grade. For example, I typically view three late arrivals as the equivalent of an absence. As for absences, I do not impose a limit. That said, missing classes will lower your Attendance and Participation score. In my experience, very few students who miss four or more classes pass a class.

Short Paper 1 (5 points): Informative Essay—What Loafing Looks Like in Your Field

Presentation (25 points): Informative Speech—Cultural and Historical Context

Short Paper 2 (10 points): Historical Context or ChatGPT Essay

Final Paper (30 points): Formal Textual Analysis

Course and Institutional Policies and Procedures:

Electronic Communication: All correspondence between students and instructors should take place using official Great Basin College email accounts or on the message function of WebCampus. Do not contact your instructor from your personal email account. Also, note that I cannot always be available. I will do my best to respond to all correspondence within 24 hours.

Computer Problems: Every semester, someone will experience one kind of technological mishap or another. Unfortunately, this usually occurs after students have written a substantial paper, and the paper subsequently vanishes. The only option, then, is for students to recreate weeks of research and writing. Sometimes they may have to drop the course and start all over again. Don't let this happen to you. Computers crash, thumb drives get lost, students go out of town and do not have Internet access—and your own Internet service is bound to act up at exactly the wrong time. However, it is your responsibility to plan ahead to avoid these problems. **Save your work often to avoid losing it.** Computer or Internet problems are not valid excuses for not submitting your assignments. One easy way to save your work is to e-mail it to yourself through WebCampus. Plan on doing this before you close whatever you are working on each day. I would also suggest saving everything you write to a thumb drive, the campus network, and/or your own computer. Having more than one copy has saved me a lot of grief over the years.

Accommodations for Students with Disabilities: Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

Nondiscrimination in the Classroom: I am committed to making all class settings, whether in person or online, respectful and inclusive for all people irrespective of their gender, sexual, racial, religious, or other identities. Our goal is to create and sustain an educational environment in which everyone feels valued and feels free to contribute. Part of my job is to prohibit discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, ability, or any other identity marker or category. I will not tolerate it. I will use a colleague's formulation: In this class you should treat everyone with dignity and respect. Obviously, I hold myself to these standards, but I'm bound to screw up. If you find me falling short, either make an appointment to speak with me or send me an email. What I want is for all of us to feel that we are free to fully participate and get the most out of the course.

Understanding Sexual Harassment: Sexual harassment subverts the mission of the Great Basin College and threatens the well-being of students, faculty, and staff. All members of this class—and in fact the GBC community—have a responsibility to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you have to ask yourself if something is sexual harassment, don't do it. If you have questions about what constitutes sexual harassment and sexual misconduct, please view the information under Student Rights and Responsibilities: http://www.gbcnv.edu/rights_responsibilities/harassment.html.

COVID-19: Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to wear appropriate face coverings and follow current COVID-19 health and safety guidelines. Students without appropriate face covers will be denied entry to classrooms. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

Student Conduct: Students are required to adhere to the behavior standards listed in the GBC Student Conduct Policy and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. Under Great Basin College Policy, an instructor may withdraw a student from a course when the student's behavior disrupts the educational process, in accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated." This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Inbox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Honesty: Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy: http://www.gbcnv.edu/rights_responsibilities/conduct.html.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** Using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** Altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Academic Success Center: GBC's Academic Success Center is a wonderful resource for any and all students in this course. The ASC offers live tutoring, as well as tutoring via E-mail and Skype free of charge for all students attending GBC. They can help you with specific writing concerns, generating ideas, organizing your writing, documentation and developing effective

strategies for editing your writing. That said, *they will not proofread your essays for you*: view your work with a tutor as a chance to get an informed viewpoint on your writing and to develop your own skill as a critical reader of your work. Also, whenever you work with a tutor, make sure you provide them with any needed supporting documents such as the assignment sheet and rubric for the project, as these will help them better understand your writing task. I urge all of you to utilize the ASC, as even the most seasoned writers rely on effective readers to improve their work. Learn more about the ASC at <http://www.gbenv.edu/asc/>.

Campus Security: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services([775.753.2282](tel:775.753.2282)).

Learning outcomes from Math and Art, a probable MATH 389 topic:

General Education & Course Objectives		
General Education Objective	Course Learning Outcomes	Measurement
Demonstrate knowledge of mathematical notation and concepts.	Explain the mathematical concept behind various artistic procedures.	Proctored Exams
	Use art methods to solve mathematical problems	Proctored Exams
Apply mathematical concepts and operations in proper written or graphical format.	Use appropriate calculations to determine point placement for various artistic constructions.	Module Projects
	Determine the mathematical method used to create various works of art.	Proctored Exams and Module Projects
Apply relevant mathematical skills in solving real-world problems.	Create original artwork using discussed mathematical concepts.	Module Projects and Final Project

Learning outcomes for Causal & Statistical Reasoning, a probable MATH 389 topic:

General Educations Learning Objectives	Course Learning Outcomes	Measure
Apply mathematical concepts and operation in proper written or graphical format	Communicate by using causation terms, identify indeterministic causation, and know how to draw causal graphs	Midterm and Final Exam
Demonstrate knowledge of mathematical notation and concepts	Perform statistical reasoning using knowledge of causation, independence, and association.	Midterm and Final exams
Apply relevant mathematical skills in solving real-world problems.	Use causal and statistical reasoning skills to think critically and make rational decisions about daily lives matters of social policy.	Midterm and Final exams

Psy 313 Gen Ed Outcome Measures

General Education Core Curriculum	Measurement
Demonstrate understanding of the processes that influence human behavior and structure of societies	Final Paper
Demonstrate understanding of the methodologies used to study human social systems	Week 1 Discussion
Demonstrate understanding of the processes that influence social stratification and/or inequality	Exam #1



MATH 389-(section number here)
Special Topics in Mathematics
(Specific Course Name Here)
(semester) Semester (year)
3 Credits

GBC Syllabus

Instructor Information

Instructor:
Office:
Phone:
E-mail:
Office hours:

Catalog Description

MATH 389 Special Topics in Mathematics, 3 credits

Covers specialized topics in Mathematics. Course may be repeated once for credit if the topics are different.

Prerequisites

Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or or MATH 120E or MATH 126E or higher or STAT 152).

Topic Description

(Describe your specific topic here)

Textbook & Materials

(Fill in textbook and other required materials information here, varies according to course topic)

Teaching Methods & Procedures

This is an online course. All assignments, communication, and testing will be over the internet. You will be expected to read in your textbook, in the lesson modules on WebCampus, and instructional videos will also be posted on WebCampus. You are encouraged to ask your instructor questions at any time and also consult with your fellow students through the provided discussion boards. You may also schedule consultations with your instructor for more in-depth discussions of the subject matter.

Graded homework, projects, and exams will be assigned and submitted through WebCampus. Homework must be **typed** using Microsoft Word or another program that can correctly typeset mathematics. Pictures of any constructions should be pasted into the homework document. All submissions should be saved as PDF files.

All exams must be taken in a proctored setting. Live proctoring using an approved proctor is allowed if available in your area (see allowed proctoring requirements in the section "Mathematics Department Proctoring Policy" below). Electronic proctoring will be offered through the Academic Success Center (see the section "Special Proctoring Guidelines for COVID-19 Compliance" below for details).

Special Proctoring Guidelines for COVID-19 Compliance

Due to restrictions in place to regulate the COVID-19 pandemic, proctoring for this semester will be accomplished by electronic means if you do not have an approved live proctor in your area. For electronic proctoring purposes you will need a device with a webcam and microphone. You will also need to install Zoom video conferencing software on your device that will allow GBC proctors to watch you and share your screen as you take the exam. You will need to allow the proctor brief control of your device to enter exam passwords. You can schedule your proctoring appointments at this link <https://gbcnv.mywconline.com/> (Links to an external site.).

Mathematics Department Proctoring Policy

If live proctoring is available in your area, the proctors must fit the following policy:

To enhance academic integrity and academic honesty of online courses at Great Basin College, the Math Department supports proctors for online assessments. Students are required to take exams at a GBC location (The Academic Success Center, Ely Campus, Winnemucca Campus, Pahrump Campus, etc) or at Nevada State High School under the supervision of a proctor; or online students outside of the GBC service area may take exams under the supervision of an approved proctor. Approved proctor means

those approved by the instructor for this course. Students are responsible for any and all costs incurred for proctoring. Approved proctors include: 1) public librarians, 2) principals, vice principals, teachers, and school counselors of public or private schools, 3) higher education testing centers, and 4) education officers at a military base. Family members, friends and coworkers are not acceptable proctors, even if they fit into a category described above. Students are responsible for setting up their own proctor and providing the necessary information to the instructor. Students will provide proctor information to their instructor a minimum of a week before an exam. Specific deadlines will be listed in the syllabus for the course.

The exam dates are listed in the syllabus and schedule available on WebCampus. You are responsible for knowing what hours the exam will be available.

Computer Requirements

You will need a computer with internet access to access course materials and complete your course work. A valid email address is also required for communications purpose. Most course communications will be sent using the WebCampus messaging system. You are also allowed to use a calculator on exams so you may want to have one that you know how to operate.

It is always recommended to use the most up-to-date versions of your web browser and better internet connections. WebCampus and Geogebra will still run with the minimum specifications, but you may experience slower loading times. Learn more about [browser requirements](#). [Links to an external site.](#)

One of the most important things you can do to improve communication in the course between you, the instructor and other students in the course is setting up your Profile and Notifications in WebCampus. Do this by clicking on Account: Settings and Navigation.

Participation & Attendance

Preparation for class means reading the assigned readings & reviewing all information required for assignments. *Attendance* in an online course means logging into WebCampus on a regular basis, usually at least once per day, and *participating* in the all of activities that are posted in the course.

Learning Outcomes

By the end of this course, you will be able to: (Instructor should select at least 3 objectives from the following course learning objectives and map any topic-specific objectives back to these)

	Course Objectives
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General Education Learning Outcomes	Course Learning Outcomes	Measurement
Apply relevant mathematical skills in solving real world problems.	Apply mathematical knowledge to contemporary issues.	(Insert Measurement Here)
	Explore the impact of mathematical knowledge on society.	(Insert Measurement Here)
	Explore the use of mathematics in non-traditional STEM fields.	(Insert Measurement Here)
	Understand the impact of data analysis in decision making processes.	(Insert Measurement Here)
Demonstrate knowledge of mathematical notation and concepts.	Demonstrate mathematical content knowledge.	(Insert Measurement Here)
Apply mathematical concepts and operations in proper written or graphical form.		

Grade Scheme

(Instructor should update grading scheme with personal preferences. Example scheme included below.)

Your grade will be calculated according to the following distribution:

Assignment Type	Weight
Homework	15%
Module Projects	15%
Midterm Exam	25%
Final Exam	25%
Final Project	20%

End of term grades will be assigned according to the following scale:

Grade	Range
A	100% to 93.0%
A-	< 93.0% to 90.0%
B+	< 90.0% to 87.0%
B	< 87.0% to 83.0%

Grade	Range
B-	< 83.0% to 80.0%
C+	< 80.0% to 77.0%
C	< 77.0% to 73.0%
C-	< 73.0% to 70.0%
D+	< 70.0% to 67.0%
D	< 67.0% to 63.0%
D-	< 63.0% to 60.0%
F	< 60.0% to 0.0%

Assignments & Late Policy

(Instructor should include assignment descriptions and late policy here. Example descriptions included.)

You will encounter the following assignments in this course:

Homework: You will have 1 or 2 homework assignments to turn in each week according to the schedule given below. Homework assignments must be **typed** using a word processing program that can correctly typeset mathematics, must have any necessary pictures pasted into the file, and must be saved in PDF format to be turned in. Late homework assignments will be accepted for a 10% reduction in grade per day late. Your lowest two homework grades will be dropped. The homework assignments will count a cumulative 15% of your grade.

Module Projects: There will be 5 module projects at the end of each module in the course. The module projects are art projects that will require you to make an actual physical piece of art using some of the concepts learned in the module. The module projects are available from the beginning of the semester so that you will be able to view them and see what materials will be required to create the project. Care has been taken to keep material costs to a minimum. Module projects are due according to the schedule given below, generally they are due a week after the last homework for their associated module is due. Late module projects will be accepted for a 10% reduction in grade per day late. The module projects will count a cumulative 15% of your grade.

Proctored Midterm Exam: There will be one midterm exam in this course covering the topics from modules 1-3. The midterm will count 25% of your grade. The midterm exam must be completed by Friday, November 6th. **You MUST take the midterm exam with either an approved proctor or using the electronic proctoring available through the Academic Success Center. It is your responsibility to find a proctor near you and inform me of the proctor's contact information OR schedule with the ASC BEFORE the exam.** You are allowed to use one sheet of notes, your textbook, the Geogebra website, and a calculator on the exam, but no other electronic devices or websites are permitted while taking the exam. If your textbook is in electronic format you can have it open on a computer at your proctoring location, but you may only

have that one tab and browser program open during the exam. Make-up and late midterm exams will be given only in dire and verified medical emergencies for you or a close family member. For all other instances (such as scheduled conflicts or a change of work schedule) please contact your instructor immediately so that arrangements can be made for you to take the exam early.

Proctored Final Exam: There will be one final exam in this course covering the topics from modules 4 and 5. The final exam will count 25% of your grade. The final exam must be completed by Thursday, December 17th. **You MUST take the midterm exam with either an approved proctor or using the electronic proctoring available through the Academic Success Center. It is your responsibility to find a proctor near you and inform me of the proctor's contact information OR schedule with the ASC BEFORE the exam.** You are also allowed to use one sheet of notes, your textbook, the Geogebra website, and a calculator on the exam, but no other electronic devices or websites are permitted while taking the exam. If your textbook is in electronic format you can have it open on a computer at your proctoring location, but you may only have that one tab and browser program open during the exam. Make-up and late final exams will not be given so please plan accordingly.

Final Project: There will be one final project for this class. The final project is to make an art project on a topic that was not used as a module project in class or not covered in the class at all. There is a list of possible project ideas available in the final project assignment that you can use or you can come up with an idea on your own. All final project ideas must be submitted to the instructor no later than November 30th for approval and guidance and the final project submission is due by December 15th. Late final projects will not be accepted, so please plan accordingly. Your final project will count 20% of your grade.

INSTITUTIONAL POLICIES & PROCEDURES

Student Conduct

Students are required to adhere to the behavior standards listed in [GBC Student Conduct \(Links to an external site.\)](#) and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Great Basin College Policy. In accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics.

Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course InBox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information here is the policy on [academic integrity, including the policy and appeal procedures](#) and read the *Student Conduct Statement* below.

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Student Assistance, Technical Support, & Security

[GBC's Academic Success Centers](#) (ASC) 775-753-2149 on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. GBC is committed to your success!

- Live tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs
- Help for students where English is their second language. You can also request a personalized one-on-one success plan utilizing the Student Support & Retention Office. 775-753-2255

Smarthinking is a tutoring program in WebCampus. This tutorial service provides students an optional seven hours, per school year, of live 24/7 tutoring through online discussion boards, or live chat with a tutor.

Subjects covered include Writing/English, MLA & APA assistance, Math, Economics, Accounting, Spanish, Biology, Chemistry, and Anatomy & Physiology

[GBC's Library](#) 775-753-2222 provides electronic and digital resources to help students located in any area in their research and learning.

[GBC's Technology HelpDesk](#) 775-753-2167 provides WebCampus assistance when students click on the *Help* button in the lower left corner in WebCampus or email helpdesk@gbcnv.edu.

For information on college closures and outages see the [GBC Homepage](#).

Campus Security 775-934-4923 GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, GBC's online WebCampus, and other places where college or class activities occur. If you feel you are in immediate danger on the Elko Campus contact security at 775-934-4923 or call 911, GBC Centers contact the Center Director or call 911, or the Vice President for Academic and Student Affairs 775-753-2282.

Each year all registered students are automatically enrolled in Title IX Sexual Harassment on-line training. The course is provided, free to each student, regardless of the number of credits they register for and should be completed once every two year. Students will receive an email invitation to the course the week after the 100% drop date with a sender address of [Vice President Mahlberg, Director Patricia Anderson](#) or from our training provider Campus Clarity

Withdraw Policy

If you feel it is necessary to withdraw from the course, please see [GBC Calendar \(Links to an external site.\)](#) for refund and withdrawal dates for full-semester courses. To avoid an F in a course, be sure to drop it before 60% of the course has elapsed. For more detail information, see the [Refunds and Withdrawals page \(Links to an external site.\)](#).

Accessibility

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability.

This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course.

The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-753-2271.

Syllabus Disclaimer

All material, assignments, and deadlines are subject to change with prior notice to benefit the learning of students in the course. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule

(Instructor should include course schedule here.)